Summarised inspection findings

Kingussie Primary School and Nursery Class

The Highland Council

17 March 2020

Key contextual information

Kingussie Primary School is a mainstream school situated in the town of Kingussie, Highland Council. The acting headteacher has been in post since October 2019. The school roll at the time of the inspection was 71.

2.3 Learning, teaching and assessment	weak
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: ■ learning and engagement ■ quality of teaching ■ effective use of assessment ■ planning, tracking and monitoring	

■ The strong sense of community across the school is underpinned by the positive relationships between children and adults. Children learn in a school where there is a calm learning environment. Children exhibit the school's values well and show high levels of consideration for each other. When teachers plan experiences which are active and meet children's needs, children engage well in their learning. However, on too many occasions children spend significant periods of time listening to teachers' instructions and are not motivated by their classwork. Across the school, activities do not take enough account of children's learning needs. As a result, tasks and activities are not at the right level of difficulty for children. Children respond well to opportunities for personalisation and choice, for example when they are able to choose their topic of study. Children need more opportunities to lead their learning.

■ In a few lessons, teachers use questions sufficiently well to support and extend children's learning. The school needs to build on this to ensure teachers use consistently high quality questioning across the school. In a few lessons, teachers occasionally use interactive whiteboards and tablets to enhance children's learning. Across the school, digital technologies are not yet being used effectively enough to provide children with the rich learning experiences these resources offer.

■ In a few lessons, children offer feedback on how well their peers have completed a task. Overall, children are not sufficiently aware of what they are learning and how this will help them develop their skills. Teachers now need to develop their approaches to sharing the purpose of lessons with children. They should also improve feedback to support children to better understand how successful they have been when undertaking a task, and in identifying next steps to improve their learning.

■ Teachers use a variety of approaches including diagnostic, formative and summative assessments to assess children's progress. They do not yet use the information from these assessments well enough to measure progress against agreed targets for individual children or to inform next steps in learning. Teachers now need to develop a consistent understanding and approach to analysing and using assessment information to improve children's progress in their learning. The school needs to improve arrangements for moderation and, in doing so, develop a shared understanding of national standards.

- Overall, the school now needs to ensure that children experience learning activities which are varied, provide depth in learning and enable children to make progress across all curriculum areas.

- The headteacher has introduced attainment meetings to discuss children's progress with teachers. This is supporting teachers to develop their understanding of how data can support them to evaluate children's progress and drive forward improvements in children's attainment. The school needs to continue to develop its approaches to tracking and monitoring children's progress in their learning.

2.1 Safeguarding and child protection

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement	**weak**

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

■ attainment in literacy and numeracy
■ attainment over time
■ overall quality of learners' achievement
■ equity for all learners

Overall, while children's attainment is satisfactory, there is significant room for improvement. Children's progress is variable and the school now needs to take steps to ensure all children make very good progress, based on their prior levels of attainment.

Attainment in literacy and numeracy
■ Across the school, most children are making insufficient progress in literacy and numeracy.

Literacy and English
Listening and talking
■ At the early level, the majority of children listen and respond to one another appropriately with adult support. At first level, the majority of children listen well and respond appropriately to each other and to adults. A majority of children share their views and communicate clearly when given opportunities to do so. Most children are not yet able to apply these skills independently across a wider range of relevant contexts. At second level, a majority of children respond confidently, using a good understanding of non-verbal cues when participating in discussions. When given the opportunity to do so, a majority of children can articulate and share their views and opinions whilst respecting the view of others. Across the school, children need to develop their listening and talking skills progressively through engagement with increasingly challenging relevant contexts.

Reading
■ Across the school, children need to be supported to develop their reading skills progressively, building on prior knowledge. All children need significantly more opportunities to engage in a range of challenging texts to support them to develop further their reading skills. Most children need to be encouraged to develop a wider range of reading skills.

■ At the early level, a majority of children can read familiar texts aloud using simple punctuation. A few children enjoy discussing characters from stories they have read and can summarise stories they have read. At first level, a majority of children read sufficiently well with some expression, using punctuation to help with understanding. At first and second levels, children enjoy identifying favourite authors and a minority are able to explain the features of fiction and non-fiction texts. A majority of children understand and answer literal, inferential and evaluative questions. A majority of children at first level can talk about characters, setting and basic plot. At second level, a majority of children do not yet understand the range of literary techniques used by authors.

Writing

■ Across all classes, almost all children need to be better supported to develop further their phonic development to improve their writing and spelling. Across the school, children do not write well enough for a wide range of purposes.

■ At the early level, a majority of children can form letters. They make good attempts to write independently or to copy an adult's writing. At first level, a majority of children can construct simple sentences using punctuation. A majority of children at first and second levels use an increasing range of punctuation sufficiently well. At first and second levels, most children's use of sentence structures and vocabulary is not developed well enough. At second level, a majority of children are beginning use paragraphs to organise their ideas. A majority of children at second level can talk about texts they have written for an increasing range of purposes. A few can identify the features of a specific genre. At first and second levels, most children lack confidence in talking about features of technical language which would improve their writing.

Numeracy and mathematics

■ Across the school, children's skills in making mental calculation involving addition, subtraction, multiplication and division of whole numbers are not sufficiently well developed.

Number, money, measure

■ At early level, a majority of children of children know their numbers to 10. At first level, a majority of children can reduce numbers repeatedly by 10. Most can add and subtract two digit numbers. Most can use money in context. A majority of children know the place value of numbers to 1000. A minority of children can find, and simplify equivalent fractions. Almost all children at first and second levels are unable to find fractions of an amount using fractions other than half or quarter. A minority of children can tell analogue time to half past or o'clock. Most children at first and second levels can find the difference in time between events. At second level, a majority of children can add and subtract numbers with two decimal places. Most can use money to calculate a bill and find the change from £10. A majority of children can find the product of a 3 digit number and a 2 digit number. A few children can use binary to perform simple coding. A minority can add simple fractions together. A majority of children can use money to calculate expenses in context. Overall, across the school, children's numeracy skills in real life contexts need to be further developed.

Shape, position and movement

■ At early level, most children can match similar shapes and place them in a row. At first level most can name, and describe the properties of, simple two-dimensional shapes and three-dimensional objects. A few children can estimate lengths using the correct units. A few children can convert between units of weight. A majority of children can tell the time on a clock face. At second level, a few children can calculate the area and perimeter of simple two-dimensional shapes. A majority can name and measure different angles. A majority of children can tell the time in 12 and 24 hour format, a few can confidently convert between these. Overall, across the school, children's skills in position and movement are not developed well enough.

Information handling and probability

■ At early level, a few children can gather simple data from a survey. At first level, a majority of children can gather data from a table. At second level, a few children can find the probability of an event using simple fractions. Overall across the school, children's skills in gathering and presenting data and in calculating probability are not sufficiently well developed.

Attainment over time

■ The school does not yet have accurate data which shows children's attainment over time. Data currently available is not robust and does not reflect children's progress. Tracking and

monitoring of children's progress is not yet sufficiently well developed to give an indication of how well children are progressing over time. The school needs to continue to develop how teachers gather data on children's progress, which accurately illustrates how well children are attaining over time.

Overall quality of learners' achievements

■ Overall, most children are confident and enjoy taking responsibility. A minority of children contribute to the life of the school through leadership groups. These are at an early stage of development and have yet to have any measurable impact on children's achievements. All children have many opportunities to participate in a wide range of activities in and beyond school. These are not linked well enough to progression in children's learning. The school needs to develop its approach to how these opportunities are planned, so that they contribute meaningfully to the development of children's skills and achievement. Children need to be supported to develop their understanding of the skills their achievements are supporting them to develop.

Equity for all learners

■ Staff are at the very early stages of developing their understanding of issues linked to equity. They need to review the school's approaches to equity to ensure children are not at risk of missing out.

■ The school has very recently undertaken an audit of children's needs across the school, including those children most affected by deprivation. Children affected by deprivation are not making sufficient progress in their learning. There is no evidence to demonstrate that interventions funded by Pupil Equity Funding (PEF) have been used to target specific children or to raise attainment. The school needs to review its use of PEF to ensure it leads to improvements in attainment for children most affected by deprivation.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.